DOCUMENT RESUME

ED 134 128 HE 008 626

TITLE	Facts '77.
INSTITUTION	National Association of State Universities and Land Grant Colleges, Washington, D.C.
PUB DATE	77
NOTE	28p.
AVAILABLE FROM	National Association of State Universities and Land-Grant Colleges, Suite 710, One Dupont Circle, N.W., Washington, D.C. 20036
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Agricultural Education; Engineering Education; Higher Education; *Land Grant Universities; *National Organizations; *Professional Associations; Professional Education; Rural Extension; *State Colleges; *State Universities; Technical Education
IDENTIFIERS	*National Assoc State Universities Land Grant Coll

ABSTRACT

The work and composition of the National Association of State Universities and Land-Grant Colleges, the oldest higher education association in the United States, are described in this brochure. It includes a listing of the universities and colleges holding membership in the association. It also reviews the association's history and the way it carries out its mission on behalf of its membership through elected councils, commissions, committees, and its Division of Agriculture. (LBH)

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facts 1977

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Executive Committee *Inside Front Cover*
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WHAT ARE STATE AND LAND-GRANT UNIVERSITIES?

State and land-grant universities developed from several federal legislative acts designed to provide universal educational opportunity in America. The Northwest Ordinance of 1785, which made provisions for granting tracts of land within the newer states for the support of "seminaries of higher learning," set the precedent. The Ordinance of 1787 permanently committed the nation to a system of public education. Many of this country's great state universities grew out of these measures.

From their inception, the major state universities in the United States – including the University of Georgia chartered as the nation's first state-supported university in 1785, the University of North Carolina, chartered in 1789 and the Universities of Vermont and Tennessee, established in 1791 and 1794 – challenged the emphasis in American higher education on an exclusive, classics-oriented curriculum designed for an elite group of students.

In 1862, in the midst of savage civil strife, came legislation which changed the entire fabric of American higher education. On July 2, 1862, Abraham Lincoln signed the historic Land-Grant Act, written and shepherded through Congress by Vermont's Senator Justin S. Morrill. The Land-Grant Act provided grants of federal land to every state which agreed to establish at least one college to teach agriculture and the mechanic arts along with other scientific and classical subjects.

The primary reason for establishing colleges with this type of broad curriculum was "to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The concept of higher education accessible to all – rather than to an upper class elite – was new and possibly stands as the greatest legacy of the system established by Congress under the Morrill, or "Land-Grant," Act.

In 1890 came the Second Morrill Act under which 17 historically black colleges were founded or designated as land-grant colleges in southern and border states. Today these institutions, together with seventeen other traditionally black public colleges, serve students of all races and enroll roughly one-fourth of all black students in higher education in the United States.

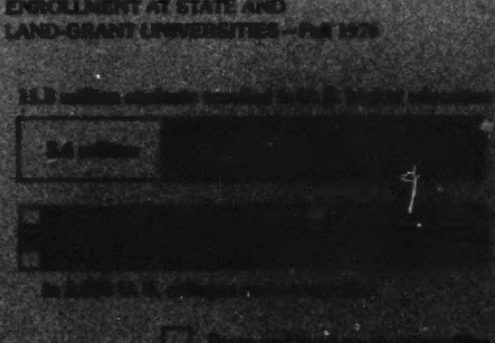
Like other public colleges, the historically black institutions have a strong commitment to service beyond the campus. They extend their resources to surrounding communities by providing assistance in a variety of fields from teacher training to business management. They're also involved in developmental educational programs for people of all ages.

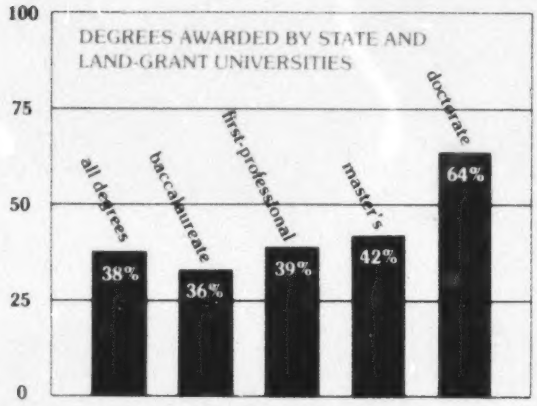
LEADERS IN STUDENT EDUCATION

State and land-grant universities today represent the largest colleges, universities and complex multi-campus systems of higher education in the United States. Approximately 30 percent of all students currently enrolled in higher education attend the 136 colleges and universities which comprise The National Association of State Universities and Land-Grant Colleges (NASULGC). In fall, 1976, enrollment at state and land-grant universities was approximately 3.4 million out of a total U. S. higher education enrollment of 11.3 million.

Twenty-four of the 30 largest colleges and universities in the nation are state or land-grant universities. Including many multi-campus institutions, the NASULGC membership consists of almost 400 individual campuses. Although the bulk of these campuses offer four-year and graduate programs, in recent years there has been an expansion of two-year branches of state and land-grant universities in some states.

These universities are also leaders in degrees awarded. They grant 38 percent of all degrees, including 36 percent of all bachelor's, 39 percent of all first professional, 42 percent of all master's and 64 percent of all doctorate degrees.





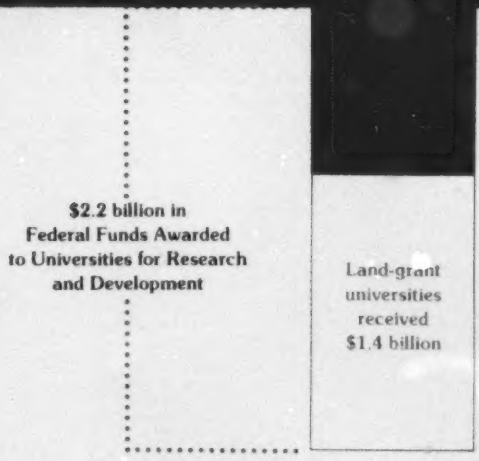
Their alumni are among the major contributions provided to the nation by state and land grant universities. More than half the nation's governors, senators and congressmen hold degrees from one of these universities. Many alumni are also leaders of business and industry. More than 400 presidents and chairmen of boards of the nation's 500 largest industrial corporations attended a NASULGC institution.

A NATIONAL RESOURCE

State and land-grant universities are among the nation's major research resources. These public universities have come to form a system of national higher education which has served the United States as a vital national resource throughout its history. The federal government has turned to them to help accomplish such historic national objectives as putting man on the moon, achievement of a technological revolution in agricultural production and development of treatments for deadly diseases.

From the nation's state and land grand universities have come such discoveries as streptomycin and neomycin, helium, the first sound on film motion picture, hybrid corn, the isolation of the first enzyme and the first manufacture of a complete, functioning bacteria gene.

In fiscal year 1975, the year for which the latest reported data is available, state and land grant universities received 59 percent of the $2.2 billion awarded by federal agencies for research and development. Grants to state and land-grant universities totalled $1.4 billion.



The quest for new knowledge through basic research remains at the heart of the research programs of these universities. At the same time, the knowledge and expertise of state and land-grant university specialists is also being applied in research aimed at finding solutions for such national problems as inner city poverty, transportation shortages, environmental pollution and racial inequality.

TO SERVE THE PEOPLE

From their earliest days public universities have felt a major responsibility to serve all the people within their respective states. The concept of university public service was pioneered by land-grant universities as they attempted to carry their new-found knowledge in the embryonic fields of agriculture and engineering to the working classes.

The commitment to carry the results of new university knowledge directly to the people who need them most remains today as the focal point of all university extension operations. The outreach of the campus into the community takes many forms, among them adult education courses at off-campus locations, in newspapers or on television, external degree programs, job training programs, recreational programs for ghetto youth, legal and consumer education projects and technical assistance to state and local government.

In a time of declining or standstill enrollments, this dedication to the service of a public much larger than that represented by students attending classes on campus assures the continued vitality and validity of these universities.

WHAT IS NASULGC?

The National Association of State Universities and Land-Grant Colleges (NASULGC) serves as a cohesive force for that special segment of public higher education represented by state universities and land-grant colleges. Its 136 member institutions include:

- 72 land-grant colleges and universities
- 35 state universities
- 1 urban university
- 28 major campuses of multi-campus universities

The Association acts as the catalyst to bring the collective strength of the membership to bear on key educational and scientific issues which concern them all. It also seeks to focus public attention on the contributions state and land-grant universities offer to the nation.

NASULGC is the agency for informing Congress and other units of the federal government of the positions of state and land-grant universities related to legislation affecting higher education, including such fields as energy, food and agriculture and water.

The Association also serves as a communications link among member institutions and other organizations and agencies, public and private. The work of the Association is supported entirely through dues paid by member institutions.

Over the past few years the problems associated with the implementation of the increasing flow of federal regulations and the staggering financial pressures which have beset all segments of higher education have attracted major attention from the member institutions of the Association. Universities and colleges which hold membership in the Association are totally committed to finding solutions to cost problems which do not involve excessive increases in tuition paid by students.

OLDEST HIGHER EDUCATION ASSOCIATION

From the beginning the land-grant colleges recognized that they had common interests and were up against common problems. Their leaders held informal national meetings as early as 1871 to exchange plans and ideas. Later, it became apparent that a permanent organization was needed and in October, 1887, representatives of land-grant institutions met in Washington for the first time as the new Association of American Agricultural Colleges and Experiment Stations. This became the first higher education association in the United States.

In 1895, a second higher education association, the National Association of State Universities, was founded. In 1918, these associations helped found the American Council on Education as an agency to serve all of higher education.

Through the years it became increasingly apparent that land-grant universities and other state universities shared many similar problems, objectives and opportunities. The two pioneer associations, along with the State Universities Association, looked into the possibility of a merger and by 1963 had determined that consolidation would increase their effectiveness. In that year the three associations merged and established the National Association of State Universities and Land-Grant Colleges.

HOW THE ASSOCIATION OPERATES

STAFF

The Association's day-to-day business is conducted by a professional staff under the direction of an executive director in Washington, D. C. Five offices are set up to work in areas of crucial concern to state and land-grant universities.

Office of Governmental Relations – This office is comprised of two sections, one concentrating on agriculture and science, the other on higher education. They serve as the coordinating and information arms of the Association regarding all federal activities of interest to higher education. Chief responsibilities involve keeping the Association membership advised of all federal actions relating to colleges and universities and ensuring that executive agencies and the Congress are informed of Association concerns and positions.

The Office of Governmental Relations for Higher Education coordinates the Association's federal activities in such areas as institutional and student assistance, health manpower training, research, veterans benefits, financing, legal affairs, continuing education, tax law and

federal administrative regulations. The staff assists in Association committee and council activities, interacts with sister associations in cooperative federal activities, serves as a liaison with Congressional and Executive Agency staff to assure that the views of the Association are known and keeps the membership informed of all federal activity affecting colleges and universities and the constituencies they serve.

The agriculture, sciences and international affairs section of the Office of Governmental Relations serves as a focal point for information and collective action on public policy issues. It provides professional consultation and support to the organized units of the Association and their elected leaders in their efforts to assist the Congress and the Executive branch in the development of more effective policies in the general area of agriculture and science. It also assists them to participate in the federal budget formulation process and in the development of new legislation to help member institutions meet their public responsibilities.

Policy areas of concern include the teaching, research and extension functions in agriculture, food, nutrition, home economics and veterinary medicine on a global basis, manpower development, research and public education in such fields as energy and water resources. In addition, the office is involved with the appropriate members of the Association in the continued development and protection of fisheries, forestry and other natural resources.

International Programs and Studies Office – This office works closely with international programs officials of member institutions in efforts to improve the relationship between universities and developing countries in the areas of international education and training. Particular emphasis is placed on development assistance, especially in relation to agriculture, population and human resources.

The office serves as a liaison between the universities and government agencies, other education associations and private organizations. The office also serves as a point of contact for the implementation of the Famine Prevention Program (Title XII of the Foreign Assistance Act), the International Science and Education Council (ISEC) and the Association for International Cooperation in Higher Education and Research (AICHER).

Office of Research and Information (ORI) – This office conducts research and provides information related to the needs, contributions and general philosophies of state and land-grant universities. As a fact-gathering and dissemination agency, the office works closely with news media representatives with a particular interest in higher education. The office also acts as an information bank to which media representatives as well as university officers at member institutions can refer when data on specific subjects is required.

The Office of Research and Information also issues a variety of publications, films, recordings and general releases which have as their purpose the advancement of public higher education. At the same time, ORI collects and distributes data of concern to member institutions on enrollments, tuition, state tax appropriations for the assistance of higher education, voluntary support and other issues of topical importance to the membership.

In addition, ORI serves as a resource for members of the Association staff charged with responsibility for federal relations. The office provides appropriate data to assist in their important endeavors on behalf of the membership.

Office of Special Programs – The office compiles and disseminates information on federal agency, institutional and other pertinent activities affecting higher education in the areas of collective bargaining, affirmative action, accreditation, legal affairs, transfer of credit, the liberal and fine arts and urban affairs. In addition, the office functions as a coordinator of activities between the Association and other educational associations.

Projects currently co-sponsored by the Association include:

The Academic Collective Bargaining Information Service (ACBIS): This service was formed to collect and distribute information on collective bargaining in higher education through publications, research, workshops and advice.

Servicemen's Opportunity College (SOC): The SOC project seeks to identify and designate a network of colleges and universities which will permit servicemen

and women to transfer credits from one institution to another.

Office for Advancement of Public Negro Colleges – Established in 1968, this Atlanta-based office seeks to increase private voluntary support for the nation's 34 historically black public colleges and universities. The office operates with support from interested corporations, foundations and contributions by member institutions.

The basic objectives of OAPNC are:

- To assist the colleges in organizing, staffing and training personnel for development work on behalf of black public colleges and universities.
- To collect and distribute to interested agencies, including representatives of the news media, information about the publicly assisted, historically black colleges.
- To present the case for these colleges and universities to potential sources of support.
- To help acquaint the colleges with programs of available financial support from industry, corporations, foundations and others.

OAPNC services are available to all historically black public institutions which hold membership in NASULGC as well as in the American Association of State Colleges and Universities.

International Linkages in Higher Education: A Feasibility Study – The National Association of State Universities and Land-Grant Colleges, together with five other higher education associations, is joined in 1977 in a combined effort to sponsor the International Linkages in Higher Education Feasibility Study. The purpose of the study is to explore ways in which U. S. colleges and universities can increase their effectiveness in dealing with higher education abroad.

Specifically, the study is designed to address the question: Should American higher education associations make organizational arrangements beyond those now existing to enable U. S. institutions to work with their counterparts abroad in longer term and mutually more beneficial ways?

ASSOCIATION MEMBERSHIP

Alabama
*Alabama A&M University
*Auburn University
University of Alabama System
University of Alabama, Tuscaloosa
University of Alabama, Birmingham

Alaska
*University of Alaska

Arizona
Arizona State University
*University of Arizona

Arkansas
*University of Arkansas
*University of Arkansas, Pine Bluff

California
*University of California System
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara

Colorado
*Colorado State University
University of Colorado
University of Colorado, Boulder

Connecticut
*Connecticut Agricultural Experiment Station
*University of Connecticut

Delaware
*Delaware State College
*University of Delaware

District of Columbia
*University of the District of Columbia

Florida
*Florida A&M University
Florida State University
*University of Florida

Georgia
*Fort Valley State College
Georgia Institute of Technology
*University of Georgia

Guam
*University of Guam

Hawaii
*University of Hawaii

Idaho
*University of Idaho

Illinois
Southern Illinois University
*University of Illinois
University of Illinois, Chicago Circle
University of Illinois, Urbana-Champaign

Indiana
Indiana University
*Purdue University

Iowa
*Iowa State University
University of Iowa

Kansas
*Kansas State University
University of Kansas

Kentucky
*Kentucky State University
*University of Kentucky

Louisiana
*Louisiana State University
Louisiana State University, Baton Rouge
*Southern University

Maine
*University of Maine
University of Maine, Orono

Maryland
*University of Maryland
University of Maryland, College Park
*University of Maryland, Eastern Shore

Massachusetts
*Massachusetts Institute of Technology
*University of Massachusetts
University of Massachusetts, Amherst

Michigan
*Michigan State University
University of Michigan
Wayne State University

Minnesota
*University of Minnesota

Mississippi
*Alcorn State University
*Mississippi State University
University of Mississippi

Missouri
*Lincoln University
*University of Missouri

University of Missouri, Columbia
University of Missouri, Kansas City
University of Missouri, Rolla

Montana
*Montana State University
University of Montana

Nebraska
*University of Nebraska
University of Nebraska, Lincoln

Nevada
*University of Nevada, Reno

New Hampshire
*University of New Hampshire
University of New Hampshire, Durham

New Jersey
*Rutgers, The State University

New Mexico
*New Mexico State University
University of New Mexico

New York
City University of New York
*Cornell University
State University of New York
State University of New York, Albany
State University of New York, Binghamton
State University of New York, Buffalo
State University of New York, Stony Brook

North Carolina
*North Carolina A&T State University
*North Carolina State University
University of North Carolina
University of North Carolina, Chapel Hill

North Dakota
*North Dakota State University
University of North Dakota

Ohio
Kent State University
Miami University
*Ohio State University
Ohio University

Oklahoma
*Langston University
*Oklahoma State University
University of Oklahoma

Oregon
*Oregon State University
University of Oregon

Pennsylvania
*Pennsylvania State University
Temple University
University of Pittsburgh

Puerto Rico
*University of Puerto Rico

Rhode Island
*University of Rhode Island

South Carolina
*Clemson University
*South Carolina State College
University of South Carolina

South Dakota
*South Dakota State University
University of South Dakota

Tennessee
Tennessee State University
*University of Tennessee
University of Tennessee, Knoxville

Texas
*Prairie View A&M University
*Texas A&M University System
Texas Southern University
Texas Tech University
University of Houston
University of Texas System
University of Texas, Austin

Utah
University of Utah
*Utah State University

Vermont
*University of Vermont

Virgin Islands
*College of the Virgin Islands

Virginia
University of Virginia
*Virginia Polytechnic Institute and State University
*Virginia State College

Washington
University of Washington
*Washington State University

West Virginia
*West Virginia University

Wisconsin
*University of Wisconsin System
University of Wisconsin, Madison
University of Wisconsin, Milwaukee

Wyoming
*University of Wyoming

*Land-Grant Institution

The other associations working in this effort are: American Council on Education; American Association of Community and Junior Colleges; American Association of State Colleges and Universities; Association of American Colleges; Association of American Universities. NASULGC, which first proposed the study, is the designated administrative agent. Substantial staff support is provided by the sponsoring associations. Financial support is provided by the Agency for International Development, the Bureau of Educational and Cultural Affairs of the Department of State and the Kellogg and Ford Foundations.

SENATE

The Association s principal deliberative, policy-making and legislative body is the Senate, which is composed of the chief executives of all member institutions and representatives of the Association's seven Councils, five Commissions and its Division of Agriculture. This body meets at the Association's annual meeting in November or in special sessions called by the President of the Association who is its presiding officer.

All basic Association policies are set by the Senate, which undertakes a variety of special projects through a number of committees. These groups focus on problems central to public higher education including conservation of energy resources, financing higher education and voluntary support.

EXECUTIVE COMMITTEE

The 19-member body acts for the Senate in all policy and business matters. In addition to Senate representatives, the Committee includes one member from each of the Association's seven Councils and the Division of Agriculture. The Committee meets regularly during the year, including at the annual convention, and makes recommendations for Association action to the Senate.

COUNCILS

The seven Association Councils represent major areas of university life and service. Membership is made up of chief administrators for each of these areas. Councils make recommendations to the Senate for Association action in their respective areas.

Council of Presidents – Composed of chief executives of member institutions. The Council meets at the Association's annual meeting and is a forum for wide-ranging discussion of subjects of interest and concern to its members.

Council for Academic Affairs – Composed of chief administrative officers responsible for the academic programs of member institutions. Particular emphasis is placed on undergraduate education.

Council for Business Affairs – Composed of chief administrative officers responsible for fiscal matters. The Council works closely with the Association to inform the public of the financial problems with which state and land-grant universities are coping.

Council on Extension and Continuing Education – Composed of chief administrative officers responsible on an institution-wide basis for making the resources and services of the university available to the community as a whole.

Council for Research Policy and Graduate Education – Made up of chief administrative officers responsible for research policy and administration.

Council on University Relations – This Council is composed of chief administrators for public relations and information programs at member universities. The executive committee of the Council serves as the steering committee for the Association's Office of Research and Information (ORI). The Council works very closely with ORI in the development of programs designed to attract maximum public attention for the contributions and the positions of the Association members through national news media.

Council on Student Affairs – Composed of the chief administrative officers responsible for student affairs. The Council members act for the Association in all the vital areas affecting student affairs.

DIVISION OF AGRICULTURE

The purpose of the Division of Agriculture is to consider questions relating to the development of science and education in food, agriculture, natural resources and related fields in state and land-grant universities, including member state agricultural experiment stations and state cooperative extension services.

All Association policies relating to agriculture originate within the Division. Membership includes the administrative heads of agriculture for the member institutions, deans, directors or other administrative officers in resident instruction, experiment stations, cooperative extension services and international agriculture. In addition, the membership comprises the heads of schools or colleges of home economics, forestry, veterinary medicine and related units or programs.

Major components of the Division include its Executive and Budget Committees and its Council on International Agricultural Programs, a Resident Instruction Section (RICOP), Experiment Station Section (ESCOP) and Cooperative Extension Section (ECOP).

The Division participates on behalf of the Association in joint committees with the U. S. Department of Agriculture through the Committee on Education for Government Service (CEGS), the Agricultural Research Policy Advisory Committee (ARPAC) and the International Science and Education Council (ISEC).

COMMISSIONS

The Association embraces five commissions, each dealing with a specific area of academic or professional education. Members, who are appointed by the Association president, are primarily deans of academic professional schools in the area of the Commission's concern.

The Commissions:

(1) Consider problems in the areas of academic or professional education of major interest to the membership;

(2) Maintain liaison with organizations which have similar concerns;

(3) Keep track of principal developments within the universities in these areas; and

(4) Issue reports and recommendations to the Association Executive Committee and Senate for consideration and action by the Association membership.

Commissions include:

- Arts and Sciences
- Education for the Business Professions
- Fine Arts
- Home Economics
- Education for the Teaching Professions

NEWSLETTERS

Four informational newsletters are regularly issued by the Association:

The Circular Letter
Published by the Office of the Executive Director, this letter is known within the Association as "The Green Sheet" and is issued to member institutions approximately 20 times a year. It deals with developments on the national level which are of concern to higher education and includes items from individual universities which are of interest to the Association membership.

For Your Information
Published by the Office of Research and Information (ORI), FYI reports significant developments in public higher education. This publication, which is distributed to the news media, foundations, public and private agencies as well as to key officials of member institutions, seeks to inform the public of the needs, accomplishments and innovative programs at NASULGC institutions.

The International Letter
The Office of International Programs publishes this newsletter, which is distributed to designated officials of member institutions concerned with international activities. The publication reports on significant legislation in the international field as well as on international program activities of member institutions. It is released monthly.

Advancement Newsletter
The Office for Advancement of Public Negro Colleges publishes this newsletter monthly for distribution to the news media, foundations, public and private agencies, corporation executives and key officials of institutions served by OAPNC. It provides up-to-date information on the accomplishments of the historically black public colleges, particularly in the field of development. It is issued alternately with *Profiles in Success*, a series of reports which highlight outstanding activities at member institutions.

REPORTS AND PUBLICATIONS

About the Association

- Proceedings of Annual Meetings

Curriculum

- The Changing Degree

Federal Action

- Recommendations for National Action Affecting Higher Education
- The Case for Educational Support . . .

Finance

- Alternative Tuition Systems
- Appropriations of State Tax Funds for Operating Expenses of Higher Education ($1.50 per copy)
- A Question of Quality: A Financial Profile of State and Land-Grant Universities, 1975
- Exploring the Case for Low Tuition in Public Higher Education
- Why Low Tuition?
- What's Behind the Rising Cost of Education?
- Residency Classification of Students for Tuition Differential

Guidance Materials

- Careers in Agriculture and Natural Resources

Higher Education – General

- Coming of Middle Age in Higher Education

Higher Education – Public

- People to People: The Role of State and Land-Grant Universities in Modern America
- The Added Dimension: State and Land-Grant Universities Serving State and Local Government
- Series of four film spots dealing with contributions of state and land-grant universities, opportunities for young people and continuing education opportunities offered by state and land-grant universities.
- Series of 13 radio spots with space for addition of local tags, stressing commitment of state and land-grant universities to low cost education, student development, services to the community and continuing education.
- Historically Black Public Colleges: A Fact Book
- Directory of Traditionally Black Colleges and Universities in the United States

- Service Through Opportunity: Public Service Activities of Alumni of Traditionally Black Public Colleges

Voluntary Support

- Innovative Ideas in University Development
- Alumni of State and Land-Grant Universities Who Head the Nation's Top 500 Corporations
- Investment in Opportunity: Importance of Voluntary Support in Historically Black Public Colleges
- Tax Reform and University Development
- Margin for Excellence: The Impact of Private Investment on Public Colleges and Universities

Annual Surveys

- Student Charges at State and Land-Grant Universities
- Enrollment at State and Land-Grant Universities
- Private Support for NASULGC members (compiled from data collected by the Council for Financial Aid to Education)

Periodic Surveys

- Women in Administration at State and Land-Grant Universities
- Degrees Awarded by NASULGC Member Universities
- Minority Enrollments at State and Land-Grant Universities

Future Annual Convention Dates

1977 **WASHINGTON, D. C.**
November 13-16
The Washington Hilton

1978 **ST. LOUIS, MISSOURI**
November 12-15
The Chase-Park Plaza

1979 **WASHINGTON, D. C.**
November 11-14
Capital Hilton

1980 **NEW ORLEANS, LOUISIANA**
November 9-12

COUNCIL AND COMMISSION CHAIRMEN

Councils

Academic Affairs
Irving Shain
University of Washington

Business Affairs
John Blake
University of Maine, Orono

Extension and Continuing Education
Alfred W. Storey
University of Michigan

Presidents
Lorene L. Rogers
University of Texas, Austin

Research Policy and Graduate Education
Charles G. Overberger
University of Michigan

Student Affairs
John E. Shay, Jr.
University of Rhode Island

University Relations
Fay R. Biles
Kent State University

Division of Agriculture
John S. Robins
Washington State University

Council of Administrative Heads
James M. Beattie
Pennsylvania State University

Resident Instruction Section (RICOP)
Charles B. Browning
University of Florida

Experiment Station Section (ESCOP)
R. J. Miller
University of Idaho

Cooperative Extension Section (ECOP)
William D. Bishop
University of Tennessee

Commissions

Arts and Sciences
Wallace Russell
Iowa State University

Home Economics
Lura Odland
University of Tennessee

Fine Arts
Walter Walters
Pennsylvania State University

Education for the Business Professions
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